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ABSTRACT

Before the beginning of the summer school, a workshop was held for the teachers and aides to present ways to: (1) make migrant and American Indian children more aware of their heritage and (2) help them become more familiar with career possibilities. Objectives of the summer program were: (1) career exploration; (2) cultural enrichment (i.e., art, history, heritage, and music); and (3) swimming and water safety. The daily programs concentrated on these 3 objectives. Several field trips were planned to reinforce the career training objectives. Representatives from the 4 tribes on the Colorado River Indian Reservation served as consultants during the program to teach Reservation history, ceramics, jewelry making, and American Indian culture. Children had the opportunity to participate in controlled athletics every day and to visit the public library once a week. The 173 children were divided by age rather than by grade. Classes lasted until noon. A breakfast snack and lunch were served. An attitudinal test was administered to the older children as a pretest for self-awareness and as a posttest to gauge the change in attitude. The Monroe Oral Language test was given as a pre- and posttest to all classes. The summer program was very successful. (NQ)

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Parker Migrant Summer Story Part II

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CAROLYN WARNER, SUPERINTENDENT
ARIZONA DEPARTMENT OF EDUCATION

1974

PARKER MIGRANT SUMMER STORY

A REPORT FROM PARKER SUMMER SCHOOL MIGRANT PROGRAM: KINDERGARTEN THROUGH GRADE SIX

Carolyn Warner, Superintendent
Arizona Department of Education

FUNDED BY TITLE I MIGRANT, P.L. 89–10

AS AMENDED BY P.L. 93–380

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Parker School District No. 27
Parker, Arizona

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THE COOPERATION OF THOSE LISTED BELOW MADE PARKER '74 POSSIBLE.

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Arizona Department of Education

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Bill Padilla, *Administrative Consultant*
Migrant Child Education Division
Arizona Department of Education

Board of Trustees
Parker School District No. 27

F. E. Blake, *Superintendent*
Parker School District No. 27

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Indian Studies Program
Parker School District No. 27

The Faculty
Parker School District No. 27

Classified Personnel
Parker School District No. 27

William Soder, *Audiovisual Director*
Parker School District No. 27

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The temperature outside was a hundred and ten.
This was every day, not just now and then.
You would think all the children
Would have gone some place where 'twas cool,
Instead they all wanted
To attend summer school.
The project was funded for Migrants and Indians,
With no regard what-so-ever for their means or their medians.
The school gave no test and very little verbiage.
Each child was encouraged to improve his own image.
They learned about cultures, water safety, and speaking,
About pottery, dancing, bead work, and weaving.
Each student could select what he liked to do best.
They could do only one, or try all the rest.
At the end of the summer, and all through the year,
They would tell what they learned to all who could hear.
The best thing that happened to all in attendance,
Was the boost in morale and self-confidence.

F. E. Blake

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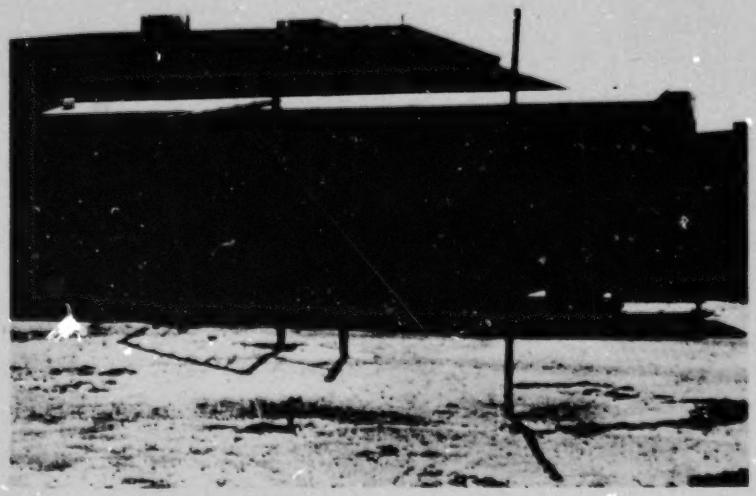
FOR A VERY REWARDING SUMMER, MANY THANKS TO:

F. E. Blake
Lupe Hoeft
Carol Sus
Jean Gallinger
John Fockler
Linda Robledo
Ricki Fockler
Ann Newman
Helen Suffecool
Judith Philpot
Ruben Castillo
Charles Brandt
Sally Ocampo
Mary Pecina
Patricia Gnau
Florene Parks
Alberta Patch
Rosie Mayfield
Shirley Moore
Cindy McDonald
Margaret Heredia
Mildred Robison
Terry Williamson
Joe Keys



A special thanks to Emmett Sims, Don Combrink, Jerri Shaw, and Carol Lamb from the Yuma County Career Education Center for their help in obtaining and maintaining the Career Exploration Mobile Unit throughout the summer school session.

Many thanks to Mrs. Bunie Hooper and her staff at the Parker swimming pool for the water safety and swimming lessons given the summer school students. Our thanks also to to Mrs. Jean McQuerry and her staff for their help at the Parker City Library.

More thanks to the many other people and places too numerous to mention who made this past summer session unforgettable for 150 migrant and Indian students.

Merel E. Pollard
1974 Summer School Coordinator

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GENERAL CALENDAR OF EVENTS – 1974 SUMMER SCHOOL PROGRAM

DATE	ACTIVITY
June 10	Welcome by Program Coordinator Overview of Summer Program
June 10–14	In-Service Orientation 1. Career Awareness–Yuma County Career Education Consultants 2. Presentation by Gilbert Garcia, Administravite Consultant, Migrant Child Education Division, Department of Education 3. Familiarization of local Career Education resources 4. Familiarization of children's personal school folders 5. Preparation of classrooms
June 17 – July 26	Summer School
June 17–21	Opening of Summer School 1. Administration of Monroe Oral Language test and other pre-testing 2. Initiation of records by National Records Transfer clerk
July 4	Independence Day – no school
July 10	Field trip to McCullough Industries, Lake Havasu City
July 17	Visit and demonstration by U. S. Coast Guard personnel on water safety
July 18	Beginning of post-testing
July 24	Swimming demonstration and end-of-summer-school picnic
July 26	Closing of Summer School

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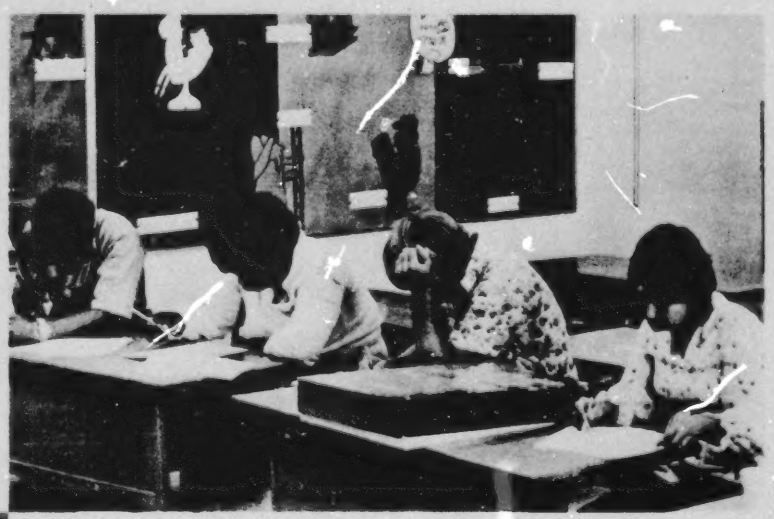
TRAINING THE TRAINER

A one-week in-service training program was held prior to the six-week summer school session. As part of the in-service training, career education consultants familiarized the teachers and aides with the techniques developed. New materials in career education were introduced to the staff. Background information was given on the education of the migrant and Indian children. Art, Mexican-American and Indian history, and music were demonstrated as materials to be used to meet specific needs. The Program Coordinator explained the need of records and the need of pre- and post-test results.



THE CHILD

The Migrant Child and the Indian Child

The Migrant Child is Curious
The Indian Child is Curious

The child is eager to learn more about what he or she sees. Given an encouraging environment, the child is alert, observant, and full of questions.

The Migrant Child is Enthusiastic
The Indian Child is Enthusiastic

It is easy for children from mixed cultural backgrounds to become enthusiastic with very little encouragement.

The Migrant Child is eager to please
The Indian Child is eager to please

Mexican-American and Indian children come from families who honor traditions and emphasize respect for the authority of adults. Therefore, the child takes pleasure in doing well those things that are presented to him or her by the teacher.

The teacher of migrant and Indian children, then, begins the task with three advantages built into the child he or she teaches. If the migrant or the Indian child fails we are forced to the conclusion that the failure lies not so much with the child as with the teacher.

The teacher can increase the child's motivation and improve his everyday performance by making school a place where the child has nothing but successful experiences.

The teacher can help the child plan for the future by guiding him or her to make all decisions a child can reasonably be expected to make.

The teacher can raise the child's level of expectation if he or she can show the child a variety of interesting occupations, teach the child what is required for these jobs, and help the child to see oneself as having higher-paid and more challenging occupations.

The teacher can help the child to become part of a larger society by showing the child what the rest of the world is like and how one lives in it.

Some of the tiny students had to rise a mite early in the morning to catch that old Parker School District No. 27 bus. But they were there morning after morning

It all started out to be a small operation for Parker School District No. 27. The summer school staff had been informed that there would be approximately 85 to 90 students show up on the first day, but when that great day arrived the bus pulled up and out they poured, and poured, and poured.

To the amazement of the staff, the second bus pulled up and on they came. When the dust had settled, the swimming heads cleared, and the squirming legs and arms stilled, a count was taken and the fantastic number of 157 heads were counted. What a pleasant surprise! Our enrollment continued to climb for the first few days until the peak of 173 students was reached.

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Every morning from 8:00 to 8:30, each teacher and aide met their respective classes and together adjourned to the cafeteria for a breakfast snack.

During breakfast, the teacher and students discussed what had happened the day before and what the schedule held for them that day. It was also a good time for children to greet each other and make plans for later in the day.

ONE WEEK'S MENU

	BREAKFAST SNACK	LUNCH
MONDAY	*Muffin squares with jelly* *Orange juice*	*Grilled cheese sandwich* *Split pea soup* *Lettuce and tomato salad* *Pineapple tidbits* *Milk*
TUESDAY	*Cinnamon rolls* *Orange juice*	*Spanish rice* *Buttered green beans* *Buttered muffin squares* *Apple crisp* *Milk*
WEDNESDAY	*Oatmeal* *Toast*	*Hamburger patties on bun* *Tomato slices* *Potato chips* *Fruit cocktail* *Milk*
THURSDAY	*Fry bread with jelly* *Orange juice*	*Beef and gravy over potatoes* *Tossed green salad* *Buttered rolls* *Chilled apricots* *Milk*
FRIDAY	*Biscuits with jelly* *Orange juice*	*Tuna salad on lettuce leaves* *Buttered peas and carrots* *Celery sticks* *Buttered rolls* *Jello* *Milk*

CLASS SCHEDULE

After breakfast, teachers and students started the morning by returning to their respective classrooms. Each class had its own schedule to follow.

8:00–8:30	8:30 – 9:30	9:30 – 10:30	10:30 – 11:00	11:00 – 12:00	DAY	12
	CEN 1 / CEX 7a / PA 3-4 7b / CR 5-6 8 2	CEN 2 / PA 5-6 8 / CEX 7a / CR 1 3-4 7b	MU 1-2 / CEX 7a / PA 3-4 7b / CR 8 5-6	SWIM 1-2 3-4 / CEX 7a / PA 5-6 8 / CR 7b	M O N	
	CEN 3 / PA 1-2 7a / CEX 7b / CR 4 5-6 8	CEN 4 / CEX 7b / PA 5-6 8 / CR 1-2 7a 3	MU 3-4 / CEX 7b / PA 7a / CR 1-2 5-6 8	SWIM 5-6 7-8 / PA 1-2 / CR 3-4	T U E	
	FIELD TRIPS FULL DAY IN CLASSROOM			CEN 7 / SWIM 1-2 3-4 / PA 5-6 8	W E D	
	CEN 5 / LIB 1-2 / CEX 7a / PA 8 6 / CR 3-4 7b	PA 1-2 5 / LIB 3-4 / CEX 7a / CEN 6 / CR 8 7b	MU 7-8 / PA 3-4 / CR 1-2 5-6	SWIM 5-6 7-8 / PA 1-2 / CR 3-4	T H U	
	CEN 8 / LIB 5-6 / PA 3-4 7 / CR 1-2	PA 1-2 / LIB 7-8 / CR 3-4 5-6	MU 5-6 / CEX 7b / PA 3-4 / CR 1-2 8 7a	SWIM 1-2 3-4 / CEX 7b / PA 5-6 8 7a	F R I	

KDG–1	John Fockler	Room 1	3–4	Judith Philpot	Room 6	PA	–Playground Activities
KDG–1	Linda Robledo	2	4–5–6	Ruben Castillo	7	LIB	–Library Class
1–2	Ricki Fockler	3	4–5–6	Charles Brandt	8	MU	–Music
1–2	Ann Newman	4	CEX – Career Exploration			SWIM	–Swimming
3–4	Helen Suffecool	5	CEN – Cultural Enrichment			CR	–Classroom

A CAREER EXPLORATION SUMMER

A workshop held for the teachers and aides of the Parker School District No. 27 Summer School began Monday, June 10, 1974. The workshop presented ways to make Migrant and Indian children more aware of their heritage and ways to help them become more familiar with career possibilities.

Three representatives from the Yuma County Career Exploration Center, Don Combrink, Jerri Shaw, and Jackie Beals, were in charge of the workshop which centered on career exploration and methods of encouraging children's interests in the field of work.

The Administrative Consultant from the Migrant Child Division of the Arizona Department of Education, Gilbert Garcia, spoke to the group on Migrant children and occupations.

The 1974 summer program had three objectives in mind:

Careers
Cultural Enrichment
Swimming and Water Safety

Teachers were instructed to concentrate on these three objectives in preparing the daily programs. Several field trips were planned both in and out of the general area to reinforce the career training objectives.

The students' cultural backgrounds were next on the list of objectives. Included in this field to be covered would be art, history, heritage, and music.

Representatives from the four tribes on the Colorado River Indian Reservation acted as consultants during the program to teach Reservation history, ceramics, jewelry making, and Indian culture.

Mrs. Jean Gallinger, the Cultural Advisor for the program, was in charge of the coordination of the program and was also responsible for the Mexican-American instruction in this field.

To satisfy the third objective, all the children were taught swimming and water safety, and at the end of the program certificates and awards were presented to the students who earned them.

For instruction purposes, the children were divided by age rather than by grade for the summer session. Classes began at 8:30 A.M. and lasted until Noon. A breakfast snack and a Type A lunch were served to each student. After lunch the students were returned home by transportation furnished by the school district.

The total cost of the program was paid by Title I Migrant and Title IV programs.

A visit to the Shrubbery—Flower Shop, Pet Store, Hardware Store, and Arts and Crafts Shop.

A red hot demonstration by the Parker Volunteer Fire Department.

A trip to the Arizona Border Inspection Station was very informative.

Mr. Merle Johnson, Plant Supervisor, describes the many operations for sewer treatment.

For the bike enthusiasts there were trips to Motorcycle Mecca to learn the ins and outs of bike sales and repairs.

A very informative tour of Bruce Church Farms, Inc., was provided by Manager Ken Wood, assisted by Jack Adkinson. A complete tour of the latest farming operations and cattle feeding was given the children. While on the farm the children were invited to pick cucumbers. You wouldn't believe the number of "pickles" that went home that day!

The working personnel of Parker's Post Office gave the children a very comprehensive description and tour of the types of jobs connected with the Postal Service.

HOW DO YOU STOP THIS THING?

The Parker Municipal Airport was another field trip stop for the Parker Summer School session.

Guided tours and job descriptions were provided by the staff of the Colorado River Tribes at its Four Corners complex on the Reservation.

Claypool's Market provided guided tours and job descriptions from shelf stockers to the manager. An added bonus was provided when the management allowed some of the older children the experience of "taking over" the actual jobs in the store.

McCullough Industries of Lake Havasu City provided a most fascinating morning for the children. A very friendly staff met the children in the parking lot and provided them with a detailed tour of the factory complex.

Parker's governing body and law enforcement was studied by the children when they toured City Hall and the Police Station.

A tour of Superior Concrete Products resulted in valuable information on factory work for the children. The tour was well-planned and executed by the staff.

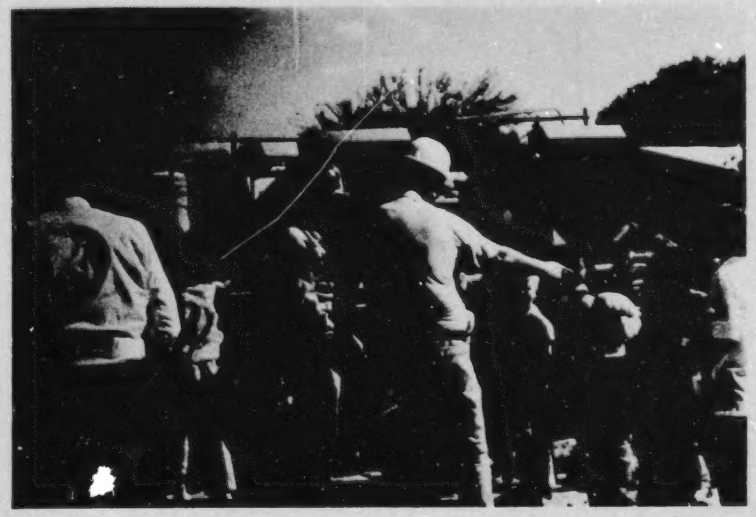
Tom Feeney, U. S. Coast Guard, and his staff gave a water safety demonstration for the students.

A combined effort by the Parker City Police and the Yuma County Sheriff's Department proved very popular with the children. The opportunity to handle the equipment gave the students an added thrill.

SUPERINTENDENT LOZAR

The Bureau of Indian Affairs Education Office planned an informative tour of the Agency from front office to the Superintendent's office.

The Construction and transportation companies working on the sewer lines provided opportunities for the students to observe these related occupations. There were lots of deep ditches and heavy equipment to watch and inspect.



IN THE CLASSROOM

JOHN

CLASSROOM NO. 1

Kindergarten and First Grade
John Fockler – Teacher
Cindy McDonald – Aide

CINDY

Kindergarten and First Grade work in this room was centered around the subject of increased awareness of the child about himself and his neighbors.

Each child made his or her own body profile and dressed his twin as he thought he should look to other people. Color was added to skin areas and all places that the children thought necessary. Most of the students took it for granted and did not discuss the different color of skins or different shapes of bodies.

Trips, films, and filmstrips were used to show different types of people working at different types of occupations. Before and after field trips or films, discussions were held on what they already knew about the jobs and what they liked or disliked about the jobs.

The children liked field trips very much and were ready to go anywhere anytime, but the high point for all the children were the swimming lessons at the city pool.

CLASSROOM NO. 2

Kindergarten and First Grade
Linda Robledo – Teacher
Sally Ocampo – Aide

LINDA

SALLY

Role playing was the center of most activities in Room No. 2 during the summer session. Many "hands on" experiences took place to reinforce what had been seen or talked about on the many field trips taken during the session.

During one of the learning experiences, Mrs. Robledo's husband, who is a barber in the Parker area, came to school and gave a demonstration on cutting hair. Mr. Robledo not only gave a haircut but explained each step as he progressed along.

Many films, filmstrips, and records were used in the classroom to emphasize the many careers available today.

CLASSROOM NO. 3

First and Second Grades
Ricki Fockler – Teacher
Mary Pecina – Aide

RICKI

Classroom No. 3 concentrated on getting the children to like themselves, each other, and the world around them. To accomplish this, many art activities were designed for the children to do during class time.

Many careers were discussed in class and this gave the children a chance to tell what they wanted to be when they grew up. To reinforce this line of thought, role playing was used by the children to act out their "future employment."

MARY

A telephone station was set up in the room. Two telephones were used for communication between the students. The children carried on conversations with each other over the phones. This was a very good exercise for developing speech patterns and increasing speaking vocabulary.

A grocery store was set up and the children had the experience of being clerks, cashiers, and customers. A puppet theater was created by the children, and the puppets and props were used to enhance creativity in expressing themselves.

Many stories about various subject areas were told, read, and discussed. The children were encouraged to express their own attitudes and beliefs and they were assured in every way that they were not wrong in what they felt or believed.

ANN

CLASSROOM NO. 4

First and Second Grades
Ann Newman – Teacher
Pat Gnau – Aide

PAT

The teaching approach used in this room during the six weeks of summer school was to emphasize discussion and "experience" of occupations.

The general overview of the summer's curriculum was to:

1. Have discussions and activities geared toward self-awareness; i.e. "Who am I?"
   a. My appearance.
   b. My feelings and thoughts.
   c. My membership in a family.

II. Introduce occupations using Career Exploratory kits. The kits were excellent as they included posters, stories, discussion cues, career puppets, tool cards and work pages.

III. Design and complete classroom projects, such as:

a. Hospitals – This unit included a field trip, doctor and nurse puppets, role playing, some hospital tools, and varied worksheets.

b. Police Work – A police station, jail, and courtroom were put together by the children. Several arrests of school personnel were carried out with each child doing a specific job. Included in these activities were arrest warrants, "wanted" posters, and reading the prisoners their "rights."

IV. Create experience centers for the children. Among the many ideas thought of, the following were put into use:

a. Puppets and puppet theater.

b. Post Office with mailbox and materials for posting letters and packages.

c. Listening Centers with earphones, records, and stories.

d. Puzzle and Game corner.

V. An occupation chart was maintained in the room which had many different occupations listed and arranged so that each student could go to the chart and put his name tag under the job of his choice. Nearly all the children changed their minds several times as new jobs were introduced.

FLORENE

HELEN

CLASSROOM NO. 5

Third and Fourth grades
Helen Suffecool – Teacher
Florence Parks – Aide

In keeping with the goals and objectives of the Summer School program activities of the students of Classroom No. 5 were centered around self-awareness and career-awareness. The Focus kit on Self-awareness with records, filmstrips, and coloring book was used. The children were encouraged to discuss their personal feelings, likes and dislikes, and wishes.

Career awareness was promoted through the use of many films, filmstrips, tapes, books, demonstrations, field trips, and classroom projects.

During the six weeks of field trips, the students toured the town of Parker and the surrounding area. Through the cooperation of the local businesses, the children gained much in the way of social experiences and an understanding of the working world. They

not only saw and heard, but also, in many instances, were able to participate. The students toured factories, harvested crops, and saw how picture frames were made. Some children were fingerprinted and handcuffed, and all observed city court procedures. They learned the requirements for becoming a nurse and watched hospital employees performing their duties. In addition, they were shown how to cut hair, how to extinguish a fire, how to wrap coins in a bank, how to decorate a cake, how to purify water, how to sort mail, and how to grow plants and care for pets. The final trip was made to the Santa Fe Railway Station to send a telegram of appreciation to the Summer School Coordinator.

For further "hands-on" experiences, a children's store was opened and operated in the classroom. Each child enrolled was paid (in play money) for daily attendance and extra accomplishment, and deductions were made in case of work incompetency. Students were instructed in the use of the cash register (borrowed from the Business Department of Parker High School). A variety of materials, such as clothes, jewelry, books, records, knick-knacks, and candy were donated by individuals, and the children sorted and priced the merchandise. At the grand opening of the store, the boys and girls took turns playing the role of cashier or bag-person in addition to being the customers.

CLASSROOM NO. 6

Third and Fourth grades
Judith Philpot -- Teacher
Alberta Patch -- Aide

JUDITH ALBERTA

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The goals of classroom No. 6 were threefold:

A. To enhance the child's self-image,

B. To expand the child's vocabulary,

C. To create a career awareness within each child.

To accomplish these goals, the room was organized into five resource centers which included activities which would foster these goals. The students worked in two or more of these centers daily.

The centers were as follows:

1. Looking Center – Equipment: Auto-Vance, filmstrip projectors, record players, records, and tapes. The subjects were self-awareness and career education.

2. Writing Center – Equipment: pencils, paper, chalkboard, and typewriter. Most students constructed a "Here I Am" book whose prototype came from the Career Education Focus Kit. Many took advantage of using a typewriter for the first time.

3. Talking Center – Equipment: pictures, complete a story books, View Master, "What Is Missing?" cards, checkers, chess, and Career Education Bingo game. The equipment at this center was chosen to encourage the practice of oral language. In addition, some of it required an exercise of logical thinking skills.

4. Reading Center –The equipment included a classroom library, books from the public library, and career education pamphlets.

5. Construction Center – Equipment: colored paper, scissors, paste, wooden letters, crayons, and yardstick. Most students constructed a sign on which they put their own name. Along with this they traced their own bodies onto paper, cut them out, and colored on clothing, faces, and hair. To aid in this task, a mirror was hung in the room, and each student was encouraged to study himself and describe what he saw.

It was felt that the student's self-image was developed through use of materials in the Focus Self-Image kit, the construction of paper bodies, and the discussion of the various aspects of self (physical appearance, intellectual capacity, and emotional feelings). Also, the students had the experience of using their bodies in swimming and physical education, which included Musical Ball skill, Bamboo Hop, and a hula hoop.

Vocabulary was expanded at the "Talking Center" and during group sessions in which the children had a chance to express their own stories and "wild tales."

Career awareness was promoted through the use of films, filmstrips, and school field trips. The class constructed a grocery store. To do this they used cartons, colored paper, paint, food containers, comic books, and play money. They used a filmstrip and a trip to Lake Manor Market as resources. The store was divided into six sections: canned foods, dairy case, produce, meat department, "frosted" foods, and magazine (Career Education comic books) section. It became the most popular center and the only lament came on the opening day from the store manager, Eddie Carter, who said, "They're not buying food, only comic books!"

CLASSROOM NO. 7

Fourth, Fifth, and Sixth grades
Ruben Castillo – Teacher
Rosie Mayfield – Aide

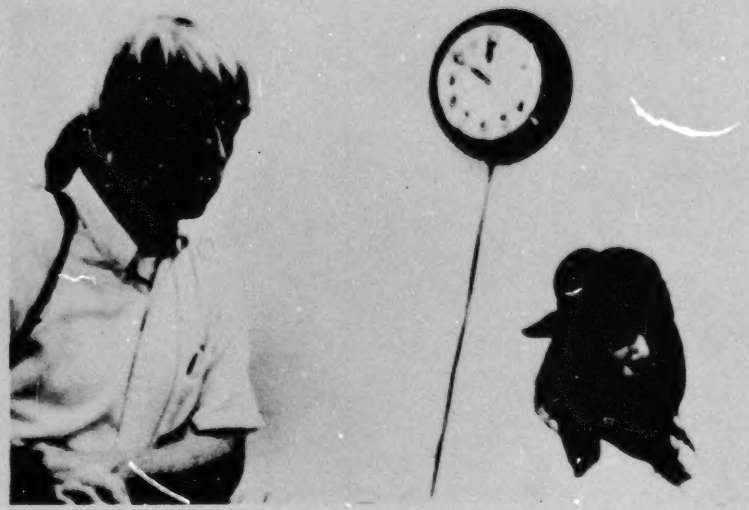
RUBEN

ROSIE

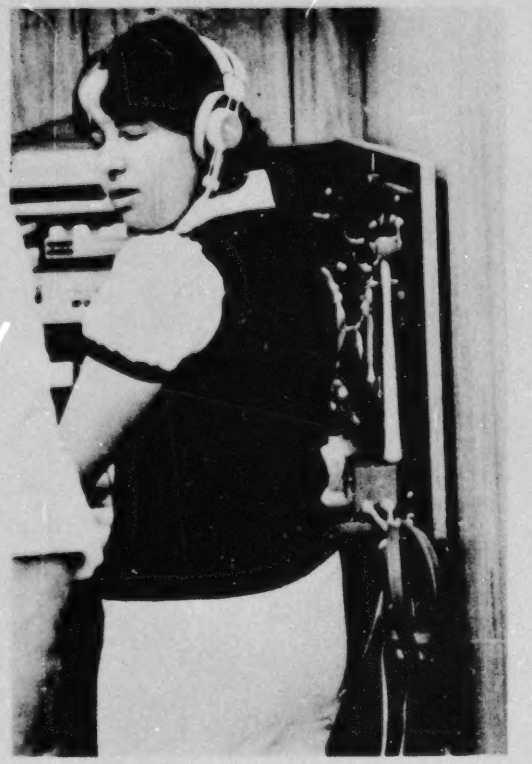
Objective number one in this room was to get students to work and play together since careers of the future involve a distinct relationship between work and getting along with their fellow workmen.

The children in this room with the help of the teacher and aide put together a very interesting six weeks. One of the most successful projects was the "taking over" of the different jobs at Claypool's grocery store. Each child took a different occuaption from stock boy to assistant manager. Great fun was had by all, students and store employees alike.

The Career Exploration Mobile Unit was used by the room for a period of three weeks. Because of the number of students in the class, the Mobile Unit had to be shared with Classroom No. 8. The students thoroughly enjoyed the "hands on" experience and looked forward to their visit to the trailer each day.



CHARLES



SHIRLEY

CLASSROOM NO. 8

Fourth, Fifth, and Sixth
Charles Brandt – Teacher
Shirley Moore – Aide

The big project for the summer in Room No. 8 was the producing and filming of a Super 8mm production. The students prepared a full length film entitled "Life Careers." During the film production, the children were given the opportunity to hold various jobs necessary to making a movie. Jobs included: cameramen, actors, actresses, stunt and prop people, script writers, grips, makeup artists, costumers, directors, soundmen, narrators, and musicians.

The final result was a sound 8mm film production of nearly 200 feet. It was shown to the other classes in summer school.

Classroom No. 8 was transformed into a mini-theater complete with ushers, ticket takers, projectionist, and people to pass out the popcorn. In preparation for the movie, tickets were made and distributed, chairs aligned in theater fashion, and a marquee was made naming the main feature.

In gathering footage for this film it was necessary to visit the different establishments in and around Parker. Each field trip produced footage for the movie.

Activities within the classroom included Learning Centers, both reading and audiovisual. These areas touched on both careers and cultural fields. Games and competitions were used along with art activities. Activities outside the classroom included cultural enrichment sessions provided by outside speakers, the Career Mobile Unit, library classes provided by the Parker Public Library staff, and the swimming and water safety classes. All in all, it was a very busy summer.

JEAN

SPECIAL ACTIVITIES ROOM

All Grades K – 6
Mrs. Jean Gallinger – Teacher

Projects in Mexican, Mexican-American and Indian culture were aimed at promoting self-awareness and self-respect in the children by showing them that pride in their heritage is a prime goal in their lives.

The cultural enrichment program included classes in history, music, literature and art. A breakdown of each area of consideration follows:

I. Historical
   A. Mexico's history
      1. films
      2. filmstrips
   B. Agrarian influence on the history and culture of Mexico and Indians of the Southwest United States
   C. Olmec-Toltec-Mayan-Aztec history of development, influence, and territorial exploration
   D. American Indian (Southwest) cultural influences, specifically Mexican and Spanish
   E. Heroes of Mexico (Montezuma, Morelos, Cardenas, etc.)
   F. American Indian Heroes (Sitting Bull, Chief Joseph, etc.)

II. Music – Comparative areas – Mexico and Indians of the Southwestern United States
   A. Music of the Aztecs and Mayas

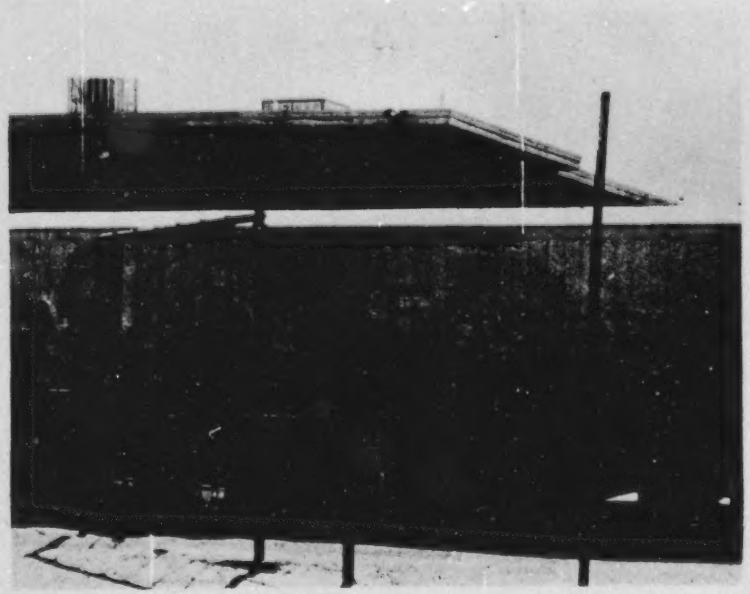
B. Hopi tales – "The Sun Caller"
C. Spanish language film – "El Gallito que Hace Salir el Sol"
D. Teaching of song, "Quiquiriqui"
E. Spanish language film – "Diez Inditos"
F. Teaching action songs – "Ten Little Indians"
G. Apache War Chant
H. Navajo Sway Chant
I. Hopi Kachina Dances
J. Yaqui Deer Dance demonstrations
K. Indian Sign Language Choir – a beautiful performance of purely traditional music performed by Parker Valley Mohave Indians

III. Literature
A. Latin American folk tales
1. Juan Bobo and the two magicians
2. The wizard and the brothers
3. The magic grocery store
B. Legends of Ancient Mexico
C. American Indian Literature

IV. Art
A. Mexican Folk Art
1. Metal tooling
2. Ojos de Dios
3. Yarn pictures
4. Collage
5. Engraving (scratchboard)
6. Design (Aztec-Mayan)
a. clay figures
b. charcoal drawing
c. oil crayon
B. Southwest American Indian Folk Art
1. Basket weaving (Chemehuevi)
2. Pottery – beadwork (Mohave)
3. Kachina doll (Hopi)
4. Sand painting (Navajo)
5. "God's Eyes"

Experts in many fields were kind enough to visit the summer school activities program to share their knowledge and skills with the children.

CAREER EXPLORATION MOBILE UNIT



A big item of the summer school curriculum was the Mobile Unit supplied by the Yuma County Career Education Project. Ten different stations in this unit provided an excellent "hands on" experience for each of the older children in grades five and six.

There were ten work sample stations set up in the Unit; the children were allowed to pick certain work areas to try. If the student started a work activity and found it didn't interest him or her, the student could stop at anytime and move on to another station. The student made up his or her own mind as to likes and dislikes.

Part of the success of this program was the variety of "hands on" experiences which the student could perform by following instructions given through headsets and viewing screens. Another part of it was the lack of emphasis on grades and tests. The students were rated on their own interests and aptitudes.

The children had the experience of actually exploring with their own hands some of the skills used in a wide variety of occupations and the satisfaction of actually making something that related to these skills.

WORK SAMPLE STATIONS

1. **Medical Services Station** – The student had the chance to be both the patient and medical worker at this station, performing such tasks as taking his own pulse, temperature, and respiration, bandaging a mannequin arm, acting as a laboratory technician, doing an urine analysis on simulated urine sample. Along with the fun was the hard work, too. The last task was to thoroughly clean the work area before the next student started work.

2. **Drafting Station** – The student used several size compasses, triangles, and drafting pencils to complete two different drawings at this station. This station required some knowledge of mathematics and perspective. The children were always delighted with their final "plans."

3. **Cooking and Baking Station** – A peach crisp was made entirely from scratch and was cooked in a microwave oven. Along with the fun of baking and eating the final product came the unpopular work necessary, the "cleaning up" of the kitchen.

4. **Office and Sales Clerk Station** – The child acted out two jobs at this station. First as a file clerk filing 100 nonsense-syllable cards in alphabetical order. The second job was acting as a sales clerk filling out credit sales slips, adding up items, and finally acting as a customer. The students had lots of fun at this station and lots of math, too.

5. **Needle Trades Work Sample Station** – At this station the child was involved in following paper patterns which went from simple straight lines to complicated glove and hand patterns.

CAROL

6. **Refrigeration, Heating, and Air Conditioning Station** – The students at this station put together a tubing frame. He learned how to bend and tighten joints to make a water-tight system. This was one of the most popular stations with the boys.

7. **Electrical Wiring Station** – At this station each student learned how to make three wire splices, how to solder them, and how to tape them.

8. **Basic Tools Station** – A great deal of measuring, sawing, drilling, and filing went into this project of making an aluminum ring. Each child was very proud of his ring when he had finished it.

9. **Small Engine Work Sample Station** – The child was asked to gap the spark plug, use a torque wrench, drain the oil, comply with safety rules, and to follow directions at this station.

10. **Carpentry Station** – The student was asked to measure, saw, drill, and file a piece of plywood, a soft wood block and a dowel rod. With a little glue and a little imagination, all this was put together and became a napkin holder.

Under the supervision and guidance of Mrs. Carol Lamb, many children had the opportunity of a lifetime, a chance to actually try an occupation to see if possibly it might be the one thing in life they wanted to do.

This is a well-constructed program and one that other school districts might well look into if they are at all interested in Career Exploration in the public schools.

PHYSICAL EDUCATION

Each day the children had the opportunity to participate in controlled athletics of some sort. Many organized games were used by the teachers, aides, and children. Sometimes the temperature got a little high, but it really didn't seem to slow up the "old ball game" or interrupt the playful parachute games.

Our swimming program was very popular with most of the children. Classes in water safety and swimming were scheduled three times a week for the Kindergarten through Fourth grade, and twice a week for the older children. This was not a free play time in the water but well-organized instruction. The Parker City pool staff led by Buni Hooper did an excellent job.

At the end of the swimming program an all-school picnic was planned so that the children and their parents could enjoy the morning together eating and playing games. Before the picnic, the pool staff put the students through a very enjoyable swimming and life-saving demonstration. Badges, awards, and certificates earned by the students were awarded after the demonstrations.

LIBRARY TIME

All classes had the opportunity to visit and use the Parker Public Library once a week. Mrs. Jean McQuerry, Librarian, and Mrs. Reba Carter, Assistant Librarian, planned and presented classes on the use of the library to all age groups.

Filmstrips were used in the program. The Singer series was used to present classes in manners, fairy tales, Americanism, and the history and exploration of our country.

It was the first time in the public library for some of the children. Many students applied for their first library card during the summer session. Mrs. McQuerry did a fine job "selling" the library to the children and this gave the children a chance to see an occupation at work.

This was a fine example of the help received by the summer school from the community of Parker.

HEALTH SERVICES

A very busy summer was spent by Mrs. Lupe Hoeft, the summer school nurse. Blisters, nosebleeds, lacerations, sores, cat bites, eye infections, and abrasions were just some of the obstacles overcome by Nurse Hoeft every day.

Periodical visits to the classroom to check for personal, individual cleanliness was quite satisfying as most of the students came to school clean and neatly dressed. The students were instructed on the importance of brushing their hair a home and for school.

Mrs. Hoeft's most enjoyable moments during summer school came when she had the opportunity to go into several classrooms and speak about nursing in the public schools as a career. Many of the students were enthusiastic about nursing as a profession after hearing her.

PROGRAM EFFECTIVENESS

It is felt that the summer program was very successful. One particularly effective area was the school-community involvement. The businessmen were most cooperative in explaining the jobs and techniques used in their work. Public servants were more than happy to explain their positions and daily functions. Each student developed interest in one or more fields and actively engaged in activities of his or her choice. The projection of self in a future-oriented job activity was most rewarding.

An attitudinal test was administered both as a pre-test for self-awareness and also as a post-test to gauge the change in attitude. The test was simple and the teacher and aide were able during the test to understand the attitudes displayed in class. The Monroe Oral Language test was administered as a pre-test and post-test to all classes. The Attitudinal test was administered to only the older children.

Results of the Monroe Oral Language test for the Migrant children at Parker School, June 17 through July 19, based on final figures (100%) are as follows:

PRE-TEST AVERAGE	POST-TEST AVERAGE
2.6	3.1

ATTITUDINAL TEST

PRE-TEST AVERAGE	POST-TEST AVERAGE
40.2	45.3

MRS. CAROL SUS

KEEPING RECORDS

Final testing shows a growth of .5 on Monroe Oral Language for Migrant students and 5.1 on attitudinal skills for the older Migrant students.

CONCLUSION

The summer school program again attempted to offer the children of District No. 27 an educational opportunity to experience real life activities, to broaden the scope of these experiences, and to develop an attitude toward school and teachers that would improve the learning ability during the regular school year.

What more can be said—the students were not required to attend summer school yet the average daily attendance was 148 students. A final word on **SUMMER '74** would be, "GREAT," for all who participated both student and staff.

GOING HOME – SCHOOL'S OUT !

DOMESTIC SERVICE
Check the class of service desired; otherwise this message will be sent as a fast telegram.

TELEGRAM	
DAY LETTER	
NIGHT LETTER	

S S E

WESTERN UNION TELEGRAM

W. P. MARSHALL, Chairman Of The Board
R. W. McFALL, President

INTERNATIONAL SERVICE
Check the class of service desired; otherwise the message will be sent at the full rate

FULL RATE	
LETTER TELEGRAM	
SHORE SHIP	

NO. WDS.-CL. OF SVC.	PD OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

To MR MERLE POLLARD PRINCIPLE JULY 26 1974

Street and No. BLAKE SCHOOL PARKER ARIZ

Care of or Apt. No. Destination PARKER ARIZ

CONGRATULATIONS ON A JOB WELL DONE
THE SUMMER SCHOOL WAS GREAT THANK YOU

ALL THE LITTLE ONES IN ROOM 9

Sender's name and address (For reference)

Sender's telephone number

WU 1207 (1-73-65)

OUT OF THE MOUTHS OF BABES